



هيئة ضمان جودة التعليم و التدريب  
Quality Assurance Authority for Education & Training

# **Schools Review Unit**

## **Review Report**

**Bader Al Kubra Primary Boys School**  
**Isa Town - Central Governorate**  
**Kingdom of Bahrain**

**Date Reviewed: 5-7 January 2010**

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## The Schools Review Unit

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The Schools Review Unit (SRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No. 32 of 2008 amended by Royal Decree No. 6 of 2009. It was established to raise standards in education and training.

The SRU is responsible for:

- Evaluating and reporting on the quality of provision in schools
- Establishing success measures
- Spreading best practice
- Making recommendations for school improvement

Review involves monitoring standards and evaluating the quality of provision against a clear set of indicators. The Reviews are independent and transparent. They provide important information for schools and the Ministry of Education about strengths and areas for improvement in schools to assist in focusing efforts and resources as part of the cycle of school improvement in order to raise standards.

Review grades are awarded on a four point scale:

Grade description	Interpretation
Outstanding (1)	This describes provision or outcomes that is/are at least good in all or nearly all respects and is/are exemplary or exceptional in many.
Good (2)	This is the norm which is expected and describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
Satisfactory (3)	This describes a basic level of adequacy, there are no major areas of weakness which substantially affect what students, or significant groups of students, achieve. Some features may be good.
Inadequate (4)	This describes situations where there are major weaknesses which affect the outcomes for students.

## **Introduction**

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### **Scope of the Review**

This Review was conducted over three days, by a team of five Reviewers. During the Review, Reviewers observed lessons and other activities, examined students' written and other work, analysed the school's performance data and other documents, and talked with staff, pupils and parents. This report summarises their findings and recommendations.

### **Information about the school**

Gender of students: Boys

Number of students: 635

Age range: 6-11 years

### **Characteristics of the school**

Bader Al Kubra Primary Boys School, founded in 1983 and located in Isa Town, is one of the Central Governorate schools. The age range in the school is from 6 to 11 years and there are 635 students. Most students come from middle-income families. Students are distributed across 24 classes: 14 in the first cycle and 10 for the fourth and fifth levels of the second cycle. The school classifies 281 of its students as outstanding, 127 as talented and gifted and 68 as having learning difficulties. The teaching staff numbers 46. The Principal is in her second year in post. The school does not have senior teachers for the second cycle or a senior information technician.

## Overall effectiveness

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### How effective is the school in meeting the needs of students and their parents?

#### Grade: 4 (Inadequate)

The overall effectiveness of Bader Al Kubra Boys School is inadequate, despite the fact that students and their parents are broadly satisfied with the school.

The students' academic achievement is inadequate. Although students achieve high pass rates in most subjects these rates do not reflect the real levels of understanding, skills and knowledge shown in most lessons, where the basic skills of students are inadequate. Students do not make noticeable progress in most lessons, where the teaching methods used are insufficient and classes are often poorly managed. In most lessons, activities and homework, individual differences are not considered sufficiently; students seldom achieve to a level that matches their abilities. The school offers some remedial lessons and enrichment activities to some groups but the way they are presented limits their effectiveness.

The personal development of students is inadequate. Students attend regularly and punctually, and some participate in extra-curricular activities and school committees. Their opportunities to participate enthusiastically and effectively in most lessons are, however, limited by the teaching methods used that have the teacher as the focus of learning. The activities used do not encourage the development of students' analytical thinking skills. In most lessons, students' behaviour did not reflect enough awareness and responsibility; classes were often poorly managed. Some students feel unsafe at the school because of inappropriate conduct by a group of students.

The effectiveness of the teaching and learning process is inadequate. The teachers understand the study materials but do not reflect their knowledge in the teaching strategies used in most lessons, which are characterised by being instructional. Poor classroom and time management in most lessons have a negative effect on students' motivation and conduct. Students are occasionally given opportunities for collaborative learning, but the roles are not distributed effectively to ensure students learn from each other. Students are given homework in some subjects, but without individual differences being considered within the homework or regular follow-up of the students' work. In some lessons, assessment only takes the form of verbal questions and in others assessment is based only

on class activities; the findings of these assessments are not used effectively and no proper feedback is given to help students progress.

The quality of the curriculum presentation and enrichment is inadequate. The curriculum is presented in a narrow way, without use of varied activities to expand students' intellectual capacities. This method limits students' ability to gain basic skills in Arabic, English and Mathematics. There is a small amount of linking between subjects in some of the first cycle lessons. The students' spirit of citizenship is developed through participation in national occasions. Extra-curricular activities are provided, but are directed towards a small group of students. The school pays attention to enriching the school and classroom environments by means of educational displays and posters but does not celebrate students' work enough.

The effectiveness of support and guidance for students is inadequate. Students are given an appropriate induction when they start school entry and transfer to the second cycle but they are not prepared when transferring to the sixth grade. Students' personal needs are evaluated and met appropriately. Their educational needs are also evaluated, through diagnostic tests, but these needs are not met effectively. Most remedial lessons are ineffective and support given in most lessons does not take into consideration individual differences. The school assesses some potential dangers but does not pay enough attention to some of the second cycle buildings.

The effectiveness of leadership and management is inadequate. The school's vision focuses on preparing a creative, patriotic generation of students but this is not reflected in the school's plans and practices. The school has a strategic plan but it is not focused sufficiently on aspects that are in need of development. The absence of performance indicators, as well as regular follow-up mechanisms, has limited its effectiveness, its effect on improving performance, the development of teaching and learning processes, achievement and students' behaviour. Although the school carries out self-evaluation of some of its activities, it does not use the findings of this evaluation to set plans and create programmes to improve the school's performance. The school offers its teachers a set of programmes to raise professional competency; these programmes appear to have had little impact on classroom practices in most lessons, particularly in the area of classroom management.

## Does the school have the capacity to improve?

### **Grade: 4 (Inadequate)**

The school's capacity to develop and improve is inadequate. Despite having a new strategic plan, the school's inability to use the findings of self-evaluation and focus on areas for

improvement limits the effectiveness of the plan and its potential to achieve the desired improvements. The school has no performance indicators or regular follow-up mechanisms for its plans and programmes. It does not measure adequately the impact of professional development programmes on staff. The school faces challenges such as the poor classroom management of some teachers, students' behaviour, and students' poor achievement. In addition, there is a wide discrepancy, in all areas, between the school's view of itself set out in its self-evaluation form and the judgements of the Review team.

## **The school's main strengths and areas for development**

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### **Main Strengths**

- Attendance and punctuality
- School environment
- Meeting personal needs

### **Areas for development**

- Students' behaviour
- Differentiation in teaching and learning
- Use of assessment
- Basic skills in Arabic, English and Mathematics
- Strategic planning and self-evaluation
- Higher-order thinking skills
- Collaborative learning



## What the school needs to do to improve

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In order to improve further, the school should:

- Develop and encourage good behaviour among students inside and outside the classroom
- Use consistent methods to prepare action plans that have accurate performance indicators and regular follow-up mechanisms, based on improved self-assessment
- Introduce a clear policy to consider individual differences in lesson planning, class activities and homework in order to meet the various educational needs of students
- Develop the teaching and learning processes to ensure:
  - Effective and organised management of lessons
  - Development of basic skills in Arabic, English and Mathematics
  - Use of assessment and its findings
  - Development of higher thinking skills in students
  - The abilities of students are challenged
  - Opportunities are given for learning together and collaborative learning.

## Overall judgements

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Aspect	Grade: Description
<b>The school's overall effectiveness</b>	<b>4: Inadequate</b>
The school's capacity to improve	4: Inadequate
Students' academic achievement	4: Inadequate
Students' progress in their personal development	4: Inadequate
The quality and effectiveness of teaching and learning	4: Inadequate
The quality of the curriculum delivery	4: Inadequate
The quality of guidance and support for students	4: Inadequate
The quality and effectiveness of leadership and management	4: Inadequate